

Year Group: 3

Term: Summer 2

Teachers:

Miss Green, Mrs De Gale and Mrs Garland

English:

Quality texts studied this term:

This Morning I Met A Whale **Michael Morpurgo**
The Selfish Giant **Oscar Wilde**

What are the moral implications of the stories?
How do the books link with our lives?
Can we use these texts to create our own stories?
Can we empathise with characters in the stories?

To use inverted commas, attention grabbing headlines, paragraphs and photos/captions.

Children will identify social moral or cultural issues in stories e.g. the dilemmas faced by characters or the moral of the story. Discuss how the characters deal with issues, locate evidence in the text.

Read stories from other cultures, focus on differences in place, time, customs; to identify and discuss recurring themes where appropriate.

Write alternate endings and discuss how this would change the readers' view of the characters and events of the original

Sentence types:

Verb, person sentence.

Noun, Who, Which, Where, (comma) sentence.

'... like a' '...as a'

, BOYS sentences

but, or, yet, so connectives

Drama techniques: Conscience alley, hot seating.

Extended Writing topics:

Create a newspaper report to document the journey of the whale up the River Thames. Interview passers by and gather opinions to include in the article.

Learning Values:

Listening
Independent learning
Creativity

North Ealing Primary School



S.M.S.C.

Understanding, working together, respecting opinions.

Science: How can human life impact on natural life in an urban environment?

How plants grow and reproduce.

What are the different parts of a plant?



What do plants need to grow?

What happens to plants if they don't have things needed to grow?

How do plants reproduce?

To design and create an experiment to show what conditions plants need to grow.

Maths:

Fractions:

Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognise and show, using diagrams, equivalent fractions with small denominators.

Can I recognise and use fractions as numbers, including unit fractions and non-unit fractions with small denominators?

Number:

Add and subtract amounts of money to give change, using both £ and p in practical contexts. Estimate the answer to a calculation and use inverse operations to check answers.

Can I confidently work on exchanging between £ and p when handling money?

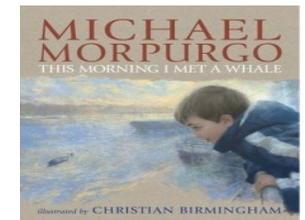
Measurement:

Compare durations of events [for example, to calculate the time taken by particular events or tasks]. Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12 and 24-hour clocks.

Measure, compare, add and subtract volume/capacity (l/ml).

Can I recognise Roman numerals from I to XII and use these to tell the time ?

Can I record measurements using mixed units (e.g. 1 kg 200 g)?



BiG Question: How can human life impact on natural life in an urban environment?

Local visit to Pitshanger Allotment

P.E.:

Health and Fitness (Real PE)

Can I describe how and why my body changes during exercise?

What is the best way to catch a ball?



Why do I have to warm up before and warm down after exercise?

How do I maintain my balance?

Music :

The Class Orchestra

Create, combine and perform rhythmic and melodic material.

Can I create sounds to accompany a class performance?

Can I contribute towards a class performance?



Spanish:

We will continue to use 'The very hungry caterpillar' story, revising fruits and days of the week.

Introduce other vocabulary from this story. Children will practise retelling this story in Spanish to an audience.

Children will be asking and answering in Spanish using role play: Ordering food in a café

¿Qué quieres? (What do you want?)

Quiero un / una... (I want a...)



Art: Sculptors (focus on sculptures in our environment)

What is sculpture?

What different types of material do sculptors use?

Can sculptures change our



R.E. Rules for Living

How do these rules effect our environment?

To learn that rules are useful to individuals and groups; to look at ways that various traditions have used rules to define good behaviour.

Do you think there should be penalties for breaking the law?

What are the different rules for each religion?

Unicef Articles

Article13

1. The child shall have the right to freedom of expression.

Article14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.



Computing:

We are network engineers.

How do computers 'talk' to each other?

What would life be like without the internet?

How does electronic information travel around the school and world ?

P.S.H.E. :

Can I explain the main physical differences between males and females?

What makes a family?

What jobs do you do at home, in class and around the school?

What is debating and voting?

Geography: Our local and city environment

How have we made an impact on our environment? Can we improve it?

Can I follow a map and understand directions?

Can I find local and famous landmarks and symbols on a map?

Can I create a map to detail the physical and human features of the local area?

